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ABSTRACT

The guide is intended for teachers who must construct language tests and for other professionals who may need to construct, evaluate, or use the results of language tests. Most examples are drawn from the field of English-as-a-Second-Language instruction in the United Kingdom, but the principles and practices described may be applied to the testing of any language. Each of the ten central chapters addresses one stage of the test construction process: (1) drawing up specifications; (2) writing individual test items, their assembly into whole tests, and editing; (3) pilot use and analysis of the draft test; (4) training of test scorers and administrators; (5) examiner and interrater reliability; (6) setting standards of performance and reporting results; (7) test validation; (8) writing reports of performance on the test as a whole; (9) how tests can be developed and improved using feedback and research; and (10) the state of the art of standards in language testing. Each chapter opens with a series of questions that will be addressed, and concludes with a checklist of the main issues. No prior knowledge of testing or statistics is assumed, and specific testing techniques are not addressed in detail. (MSE)

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